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| 1 | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9 Term: 3**

**Name / Theme or Unit: Symbolism and Allegory**

**Time Frame: 2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn how universal symbols are used in our culture and how they are created and used in literature to deepen the meaning of stories. Students will also learn about authors use allegory and symbolic storytelling to comment on the world and morally instruct readers. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.13 Understand and be able to identify and use complex literary devices (including figurative language, imagery, allegory, and symbolism, and explain their appeal)  9.15 Introduction of the literary concepts of imagery, allegory and symbolism.  9.22 Write clear research questions and investigate suitable research methods of locating primary and secondary sources.  9.23 Develop the main ideas within the body of a research composition logically with details and examples  9.24 Synthesize information from multiple sources and learn how to document the resources correctly in written assignments  9.29 Write informative or expository compositions to present relevant information and show a discernment between important and superfluous information  9.34 Review the concept of plagiarism and how to avoid it; use writing tools available to appropriately incorporate your ideas and others into your writing  9.42 Formulate judgments about the ideas under discussion and be able to discuss those in the classroom environment  9.50 Present findings and information from any type of research or writing assignment in a clear manner that follows standard organizational procedure | |
| **Essential questions:**   1. What are universal, recognizable symbols? Why are they important in our culture? 2. How do we recognize symbols when they appear in stories? 3. What effect does symbolism have on the significance of stories? How do they deepen our understanding? 4. What is allegory? What are some of the purposes of writing an allegorical story? 5. How should we take effective research notes? | **Expected language:**  Symbolism, universal symbols, created / literary symbols, representation, research notes, allegory, moral, political comment |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| In-class symbol examples (attached in symbolism powerpoint)  Scarlet Ibis Vocabulary paragraph assignment  Scarlet Ibis Symbolism Chart (attached)  Golden Kite Allegory Chart (attached)  Symbol Mini-research Assignment (attached)  Symbolism / Allegory Test (attached)  Class discussions :   * in class symbol example sharing * paraphrase of the first paragraph of “The Scarlet Ibis” * story ideas for a cold war allegory | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| Students will begin with a short pair and share discussion about several symbols that the teacher will draw on the board (a stop sign, a cross, a skull and crossbones, etc.) answering the following questions.  **How does each of the symbols make you feel?**  **What are some of the things this symbol means to you?**  **Where do you think they came from?**  Students will then see, discuss, and take notes on the first half of a power point (attached) on Symbolism and Allegory, only looking at Symbolism. They will then complete the exercise at the end, drawing, and describing in point form the significance of the 5 symbols listed, as well as where their meanings might come from (eg. the snake signifies evil because of the story from Genesis, etc.)  Students will be assigned a mini research project (attached) in which they will each be assigned a different symbol (tower, blood, apple, etc.) and be required to hand in detailed research notes, a list of works cited, a paragraph describing the significance and history of their symbol, and a diagram of the symbol that visually represents the different meanings that it has. The teacher will review the concept of how to avoid plagiarism by doing a live demonstration, projecting a website with some text on the board, and then doing some examples of bad note-taking (copying out the text with a few words altered) and good note-taking (writing down in point form only the significant facts needed, in your own words).  Students will next review the 10 vocabulary words (attached) for “The Scarlett Ibis” in preparation for reading the story. Students will copy the definitions from the book and review as a class the parts of speech for each one (verb, noun, adverb, etc.). After reviewing a few examples of each word used in a sentence by the teacher, students will compose a paragraph that uses all 10 words.  Students will then read the first paragraph of “The Scarlett Ibis” several times with the teacher and in groups. They will attempt to analyze the symbols present (bleeding tree, empty cradle, etc.) and discuss how these things create mood. In pairs, students will write and share a paraphrase in their own words of what the author is trying to say, and what mood they are trying to create.  Students will continue and read the story as a class, with individual students reading and other students raising their hands to pause the reading when the story mentions colours, objects, or other things that they think have a symbolic significance. For review, students will complete the symbol chart (attached) explaining the symbolic significance of a few passages as well as having them find a passage of their own that they feel is symbolic.  Next, students will view the second part of the Symbolism and Allegory power point (attached) on Allegory and learn about the basic purpose and elements of Allegory. Students will then see a short film on the nuclear arms race between Russia and the United States during the cold war (attached). Afterwards, students will have a group discussion and share about ideas for stories that could be written that symbolize, or serve as an allegory, for the conflict between the two superpowers.  Students will then read “The Golden Kite, The Silver Wind” as a class, pausing for discussion while the teacher draws the various wall shapes as they occur throughout the story. At the end, students will complete the allegory chart (attached) on the multiple levels of meaning in the story and it’s “moral” or message”  The unit will end with a test on Symbolism, Allegory, and the two stories read. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Video clip on the cold war  Holt Supplementary power point (on Symbolism and Allegory)  **Holt Language and Literature Text:** “The Golden Kite / The Silver Wind” and “The Scarlet Ibis”  Teacher Created Resources | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: